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The organization and development of instructional materials centers (IMC's) as a part of a program of educational improvement is discussed. Analysis is made of the advantages, disadvantages, and organization of centralized IMC's, decentralized IMC's, and coordinated IMC's, with recommendations being made for their development. The operation of five successful IMC's on both the elementary and secondary levels is described with emphasis being placed upon each IMC's scope, staffing, materials, and integration into the school system it serves. (TT)

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ORGANIZING A LEARNING CENTER

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EDUCATIONAL RESEARCH COUNCIL OF AMERICA

Books are not men, and yet they are alive. They are man's memory and his aspiration. The link between the present and the past. The tools he builds with, all the hoarded thoughts winnowed and sifted from a million minds — living and dead, to guide him on his way.

Stephen Vincent Benet

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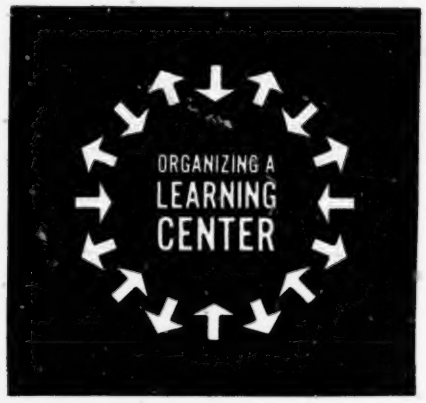

Patterns of Organization

All of us are aware of the revolution that is taking place in the fields of science and technology. Unfortunately, this prodigious advance has not been matched by a proportional gain in the field of education. When we look around and discover that the majority of schools are operating about the same way they operated at the turn of the century, we realize that ours is an evolution rather than a revolution. However, change is coming with the growing realization that children who merely learn to manipulate memorized rules, are inadequately prepared for the future. Educators are becoming aware of the fact that teachers must place an emphasis on cognition rather than regurgitation, on research rather than rote.

To meet the changing needs of society, schools must create an atmosphere that encourages exploration and discovery. Accepting this challenge, some school systems already have taken a giant step forward with the development of "learning centers," commonly referred to as "instructional materials centers" or IMC's. Three patterns of organization have emerged:

(1) centralized IMC's in which instructional materials are acquired, catalogued, and stored in one center from which they are distributed to all schools in the system;

(2) decentralized or individual-building IMC's with each school providing its own service;

(3) coordinated IMC's with a network of individual-building centers linked to a central IMC maintained by the school system.

THE CENTRALIZED IMC

The centralized IMC is generally the least expensive to operate. No duplication of space, equipment or staff is required. Such a plan could provide the first step toward modernization in any school district presently without building libraries. It would provide a partial answer for those currently faced with problems of inadequate storage, loose accounting and poor distribution.

By consolidating several disorganized collections into one centralized IMC, the school system would provide teachers with access to all available materials. Such an IMC could also serve as an in-service training center to show inexperienced teachers how to use modern media.

One service-minded librarian, aided by clerical assistants, could operate the entire IMC. By contrast, a decentralized system would require at least one specialist in each building. This feature alone is decisive in determining the organizational pattern in many school systems.

Obviously, no centralized IMC can function effectively without a well organized distribution plan. A film, filmstrip or recording is of value only when it fits into the particular lesson. Its value is lost when it arrives a week or even a day late.

As school systems grow, the centralized IMC becomes increasingly difficult to operate. The supply of books and non-book materials must expand in order to meet the needs of additional pupils and teachers. Flexible catalogues must be maintained in order to facilitate the transfer of materials from one school to another. Building coordinators are often required to consolidate the requests of teachers within each school. It is frequently at this point that centralized systems consider semi-permanent loans to individual schools, duplication of certain materials and equipment, and decentralization of the IMC.

THE DECENTRALIZED IMC

When education rather than cost is foremost in planning, individual-building IMC's are normally developed. It has been found that materials must be accessible if teachers are going to use them. Such training aids as transparencies, charts or tape recordings can and should be developed by the teacher to achieve specific instructional goals. Often, these locally prepared educational materials surpass their commercial counterparts and can be produced at far less cost.

In a study conducted by Indiana University for the U.S. Office of Education (Circular 718, U.S. Department of Health, Education, and Welfare, 1963) more than 75 percent of the teachers interviewed stated they had made gains in their understanding of teaching as a result of producing their own instructional materials. A majority indicated they would like to use more locally produced materials, "if time was allocated during the regular school day for this activity." It was reported that when teachers are given "the time and encouragement to improve their classroom presentations, they tend to begin searching for better ways to visualize the ideas and concepts they want students to understand."

However, it is not the teacher alone who needs ready access to the IMC. Students now learn from a wide variety of sources, both audio and visual. If a student is going to be encouraged to engage in research, then he must be able to get at all the materials he needs. Books, alone, are not enough. Many students benefit from and enjoy using visual aids in the presentation of classroom reports and in the preparation of exhibits.

It also has been found that some students who have trouble mastering books, respond readily to films, tapes and to teaching machines. In a report by the U.S. Office of Education of a two year study at the University of South Florida, it was revealed that retarded children learned to read faster and more effectively by means of teaching machines than by attending regular reading classes. Although the value and future form of programmed instruction has not been clearly established, the method is improving steadily and must have its place and space in the IMC.

The building IMC provides quick and easy access to all available resources as instructors and students pursue their teaching and learning activities. The search for information is accelerated and simplified. In fact, some large secondary schools have carried the process of decentralization one step farther by establishing departmental learning centers. For example, the school may contain centers for English, social science, mathematics or science as adjuncts to the building IMC.

These learning centers are not to be confused with the classroom libraries found in more traditional schools. Pupils confined to the classroom do not obtain real library experiences. They are limited to an always inadequate collection maintained by their teachers. In the school IMC, they learn to use the card catalogue, indexes, books, recordings, filmstrips and other learning aids. The entire collection of book and non-book materials is made available to the maximum number of pupils. Neither the slow nor the fast child is limited to the collection in his classroom. He has access to a complete range of materials designed for every age level. Even in the primary grades, teachers find that the building IMC provides greater enjoyment to

children as they begin to explore more books than ever before. In such an IMC, students have a place to read, to write, to view, to think and to discuss.

To provide teachers with classroom materials when needed, most building IMC's maintain a book truck service. The teacher and librarian, working together, assemble those materials needed in any particular room on mobile carts, which may easily be moved to any part of the building and returned when the particular project has been completed. The decentralized or building IMC can be thought of as a system or network that provides an efficient, effective educational service.

THE COORDINATED IMC

In most cases it is not a matter of choosing between centralization or decentralization but of developing a functional and harmonious combination of the two. In such a program, each building develops an IMC to the best of its ability while the school system maintains an IMC which provides equipment and service that is too expensive to duplicate in each school. For example, film projectors and the film library could be maintained at the district IMC, while filmstrips and viewers would be available at the individual school. Cumbersome opaque projectors could be kept at the district IMC, while more versatile and less expensive overhead projectors would be supplied to each building. One darkroom, with its valuable photographic equipment, located in the district IMC, could serve the needs of the entire system. Thus, the district center would serve as a supporting system to each of the building IMC's.

RECOMMENDATIONS FOR THE IMC

In "Schools for the 60's," a report of the NEA Project on Instruction, recommendation number 28, states:

> In each school system, there should be one or more well-planned instructional materials and resources centers, consisting of at least a library and an audiovisual center. In each school building, there should also be an instructional resources facility.

These centers should be staffed with persons who are adequately prepared in curriculum and instruction, in library service, and in audiovisual education.[1]

The Project Committee felt that, "each school ought to have an instructional resources center containing library books and instructional materials that are most constantly in use, plus information on resources which are available elsewhere."

This was not, of course, the first major report recommending the establishment of an IMC in each building. In its "Policies and Criteria for the Approval of Secondary Schools," The North Central Association of College and Secondary Schools tells applicants for accreditation:

> The Library shall be organized as a resource center of instructional materials for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audiovisual materials, and other learning aids shall be adequate for the number of pupils and the needs of instruction in all courses.

The weakness of this recommendation lies in the words "shall be adequate." Inspection teams, often composed of quite conservative administrators, usually find the traditional library to be an "adequate" IMC.

In 1960, the American Association of School Librarians, in "Standards for School Library Programs," stated:

> The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books—the literature of children, young people and adults—other printed materials, films, recordings, and newer media developed to aid learning.

Despite this recommendation, some authorities claim that the greatest barrier to the inception of the IMC in each school is the failure of librarians to accept this unified concept.

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[1] Schools for the 60's, (New York: McGraw-Hill Book Company, 1963), p. 98.

RESISTANCE TO CHANGE

The mere establishment of an IMC is no guarantee that it will begin to function. There are poor IMC's just as there are poor libraries. In 1961, members of the Graduate School of Library Science of the University of Illinois visited IMC's all over the U.S. Although many of these IMC's were models of excellence, some were found to be quite traditional. One of the inspection team members, Assistant Professor Alice Lohrer, reported that in such traditional schools "the library and the audiovisual departments were completely separated and lack coordination." She stated: "Resistance to coordination was expressed in terms of lack of professional staff, lack of professional preparation, lack of space, lack of equipment, lack of money for books alone, and lack of interest."

Resistance to change is almost an instinct. We can be quite sure that early librarians complained when asked to store flimsy papyrus scrolls alongside their sturdy stone and clay tablets. Records from the fifteenth century show that some libraries refused to add printed books to their collections of handwritten documents. Printed books were considered ugly and undignified.

Today the argument continues as some librarians resent, resist or refuse to extend their responsibilities to the care of non-book auditory and visual materials. Their negative attitudes impede the process of correlating audiovisual with library functions, but do not eliminate the need. If librarians do not expand their professional roles, they run the risk of being relegated to the handling of nothing more than clerical tasks.

Frank Brown, when principal of Melbourne High School, Melbourne, Florida, made that move.

> The librarians are prohibited from entering the reading room, stacks or student workrooms. I don't even let them in the main working space... They have their own office in the outer section, next to the lounge area. As far as I'm concerned, most librarians are trained as administrators only. They know how to check out books, how to catalogue, and how to fill out forms. But their schools don't train them to help students. Too often they worry more about who is using a book than about how he is using it. They mother their books, and try to keep them caged up and safe from the students. Well, in this school, we've uncaged the books and caged the librarian. All she has to do is administer. She doesn't even select books. They're chosen by the teachers. The librarian just places the order.[2]

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[2] "What Your District Can Do About School Libraries," School Management, VIII (April, 1964), p. 100.

Many administrators, of course, are reluctant to make such drastic changes, but wonder why change has been so slow. Perhaps Woodrow Wilson had the answer. In addressing a conference at Detroit in July, 1916, he stated:

> If you want to make enemies, try to change something. You know why it is. To do things today exactly the way you did them yesterday saves thinking. It does not cost you anything. You have acquired the habit; you know the routine; you do not have to plan anything, and it frightens you with a hint of exertion to learn that you will have to do it a different way tomorrow.

Some observers feel that a penurious public, rather than obdurate librarians, are to blame for our lack of progress. According to the July, 1962, issue of "Overview," "75 percent of our elementary schools and nearly 60 percent of our high schools do not have library facilities." Where such facilities are provided, we often find a small room with few seats and a collection of old novels and out-dated encyclopedias. Some of these dismal places actually inhibit rather than stimulate learning.

Libraries of the past discouraged book borrowing, often chained books to the walls, and customarily barred readers from the stacks. A tradition arose among librarians, extending to this day, that they were book custodians rather than circulation builders. An amusing story, illustrating this attitude, was once recounted by Charles Eliot Norton of Harvard. Norton met the librarian on the campus one day and asked how things were going. "Excellently, excellently," said the librarian. "All the books are on the shelves except the one Agassiz has, and I'm going after that now."

RECOGNITION OF CHANGE

In recent years this parsimonious attitude has begun to change. Service to the reader has become important. Modern librarians are cognizant of the fact that a rich variety of materials, facilities and equipment must be offered in order to help teachers and students carry out their educational objectives. Old prejudices and complacent rigidities are beginning to yield to this new spirit of academic enterprise. Probably the greatest impetus to this new concept has been the introduction of team teaching. The emphasis upon large-group instruction has created a demand for newer and better audiovisual aids to instruction. Small-group discussion has emphasized the need for small, well-ventilated rooms offering acoustical privacy. And

most important, the increased stress upon independent study in the learning process has led teachers and students to demand time, space and materials not normally found in the traditional school. Increased attention is being given to the needs of the individual rather than to the needs of the mass. With this emphasis upon individualized instruction, it is apparent that we must consider the needs of students rather than the convenience of librarians.

According to Ralph Ellsworth, a leading consultant on library construction, "It has been proven over and over again in college libraries that students don't like to read in large, open reading rooms. They like the privacy and the intimacy of small groups. They do not want to sit at flat tables in the middle of a large reading room." This also has been borne out in the elementary and secondary schools, where pupils have enthusiastically accepted the introduction of study carrels.

If we really believe that schools should help students to develop responsibility for their own education and that the teacher should try to become increasingly dispensable as students grow in self-direction, then we have to recognize the importance of independent study as an ultimate educational objective.

THE IMC AND INDEPENDENT STUDY

Independent study should be regularly assigned as part of the instructional program and should place an emphasis on creative, meaningful research that will stretch and strengthen the minds of the students. This is not to be confused with "homework" where students are often limited to a library consisting of the textbook, where younger brothers and sisters or pets interfere with study, where the hi-fi or TV prevents concentration, where no one is available as a resource person except mom or dad.

If students are to pursue knowledge on their own, a variety of spaces should be provided in the IMC for that purpose. They will need study carrels that cater to those activities requiring concentration such as reading, writing and thinking. They will need space designed for activity; space for typing, for teaching-machines, for construction, for committee work and group projects. Space will be needed for viewing and listening. Students will want to see films and filmstrips, to hear tapes and records.

In an environment such as this, students can learn effective work-study skills that will enable them to develop a sense of individual responsibility.

THE IMC AND DESIGN

Many new buildings are being constructed with woefully inadequate space and facilities. At a time when most universities assume that a library must seat from 30 to 50 percent of the student body at one time, secondary schools, all over our land, are constructing libraries with seats for less than 10 percent of their enrollment.

Location, too, is an important aspect of design. Obviously, the IMC should be placed in an area that is convenient to students and teachers; however, one other consideration must be kept in mind. The IMC should be located where it can easily be kept open weekends or evenings when the rest of the building is closed. If students are expected to use a comprehensive bibliography of books, pamphlets and magazines as part of every research project, they should not be barred from access to these documents outside of the normal school day. Many would appreciate the opportunity to spend additional study hours in a modern instructional materials center. The time has come to replace "keep out" signs with "welcome" mats.

In planning the interior design of the IMC, consideration must be given to the variety of activities it is expected to house. The program should not be restricted by forcing it into facilities designed for the convenience of a librarian or monitor. When students are herded together in the middle of a large room, affording neither visual nor aural privacy, trips to the surrounding bookshelves are distracting. If present procedures were reversed, and the stacks were centered in the room, with reading areas along the walls, students could move to the stacks without disturbing others. By grouping bookcases into various patterns, large rooms can be broken up into smaller, more intimate study areas.

A concern for individuality is evident in newer IMC's. More attention is being given to comfortable, pleasant-looking furniture. Many school boards are learning that furniture comes in standard sizes, but students do not. Experimenting with the effect of furnishings upon emotions, colleges have discovered that behavior problems often fade when libraries are designed for the ease and convenience of the student and decorated to win his pride and respect. As Goethe said:

> If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.

Furniture manufacturers themselves admit that much of the old library furniture was uncomfortable and poorly designed. It is apparent why children had trouble settling down to study. Group tables, for example, are conducive to group discussion. Many poorly ventilated, dimly lighted and badly fur-

nished libraries of the past were designed to meet the needs of the past. Libraries were not considered resource centers but rather an appendage to the curriculum. They were merely storehouses for materials not needed in the regular classroom.

Signifying another break with the past, air-conditioning, once considered a luxury, is now becoming more common. Not only does it provide comfort all year around, but architects have proven that they can save large amounts of money on school construction when they are allowed to depart from traditional patterns to design more compact, air-conditioned school plants. Carpeting, too, once unknown in our schools, has proven efficient, functional and economical.

Now that architects have shown that schools and school rooms can be simultaneously practical and pleasing, schoolmen should take a careful look at aesthetic possibilities in school plant planning.

THE IMPORTANCE OF TRAINING

The organizational pattern is but a means to an end. Although it takes an abundant supply of instructional materials to create an IMC, the materials, equipment and facilities do not make a program.

Superintendents desiring to broaden their educational efforts to include the IMC concept, must recognize the importance of initiating in-service training programs for teachers and principals as well as librarians. All need to familiarize themselves with the functions of an IMC if they and their pupils are to make proper and effective use of the facility. None can afford to remain rigid in their use of time, space and materials. It takes teamwork, an attitude of flexibility and service, and a change in emphasis from teaching by telling to learning by doing.

Examples of Operation

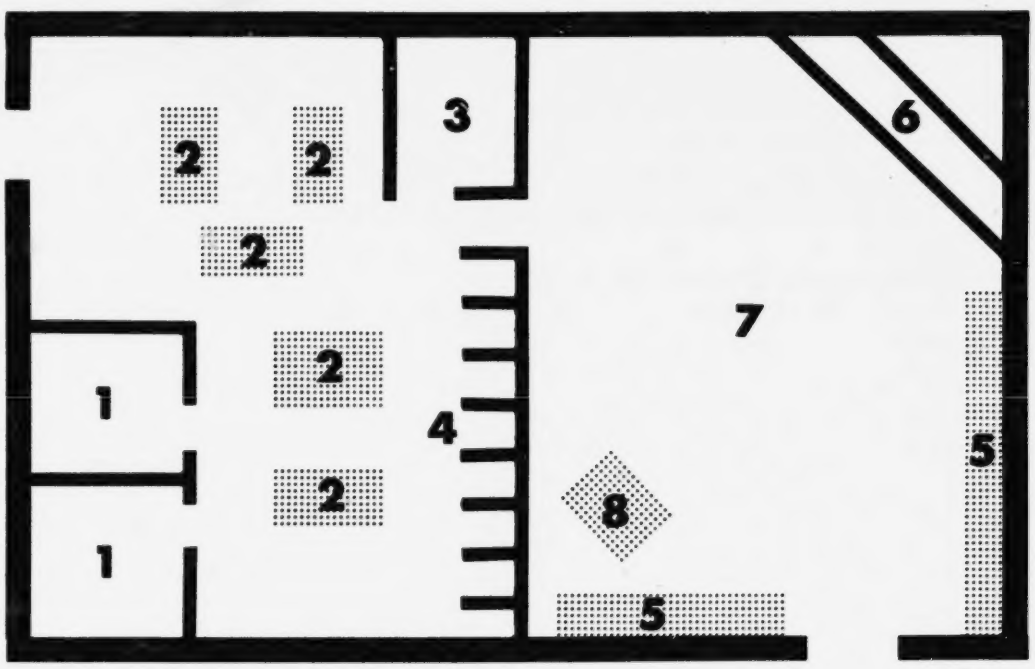
Many administrators are becoming cognizant of the advantages an IMC offers for the improvement of instruction. Teaching aids, gathered from the principal's office, A-V storage rooms, and teachers' closets, now are being integrated with book collections in one central location accessible to all. The IMC has become a focal point for individualized instruction—a center where students can locate every type of information needed for research and study.

Teachers, librarians and audiovisual experts are learning to work together and administrators are accepting responsibility for leadership. As school systems break traditional patterns and experiment with flexible space and flexible methods of operation, they recognize the need for more ample study materials. In fact, the American Association of School Administrators has stated: "Without appropriate materials, a modern educational program is an impossibility. Upon the superintendent falls the task of getting better materials and making them available to teachers."

A CENTRALIZED IMC IN ACTION

An excellent example of how several districts can pool their resources to provide adequate materials may be seen at the Harkness Center in Buffalo, New York. Eighteen school districts have formed an Instructional Materials and Teacher Training Center which serves approximately 4,000 teachers in 105 schools. This program was an outgrowth of several other cooperative programs conducted by these districts in conjunction with the Board of Cooperative Educational Services (BOCES) of the First Supervisory District in Erie County, New York. The BOCES, a legally constituted educational agency of the state, was organized to encourage school districts to cooperatively sponsor programs they could not afford to operate alone.

Through centralization, even the smallest of the 18 districts has access to videotapes, films, equipment and training facilities normally found only in large or wealthy school systems. For example, all teachers are provided with a film catalogue listing over 4,000 prints. Any print is available upon request and is delivered to and picked up at the individual school. Although requests for films and projectors normally are submitted a week or more in advance of delivery, orders can be filled more rapidly if necessary.



IMC: HARKNESS CENTER*
BUFFALO, NEW YORK

1. Offices
2. Filing Cabinets and Storage Cabinets for Equipment
3. Small-Group Discussion Center
4. Electrified Study Carrels
5. District Curriculum Guide Files and Programmed Texts
6. Teaching Wall (Built in remote control for projectors and lights)
7. Seats for Large-Group Instruction
8. Remote Control Projectors

* Darkroom, graphic arts, and film library are in separate rooms not shown.

A library of curriculum guides, donated by participating schools, is also in the IMC along with curriculum improvement materials of modern programs such as the Biological Sciences Curriculum Study Course (BSCS), the Chemical Education Materials Study Course (CHEM Study), the Physical Science Study Committee (PSSC), the Chemical Bond Approach (CBA) and the Greater Cleveland Math Program (GCMP).

Book selection committees from the various districts often meet at the IMC to study and make decisions. Teachers also attend the IMC to witness demonstrations of overhead and slide projection, automatic and standard motion picture projectors, and a variety of teaching machines. Later, they are taught to operate this equipment.

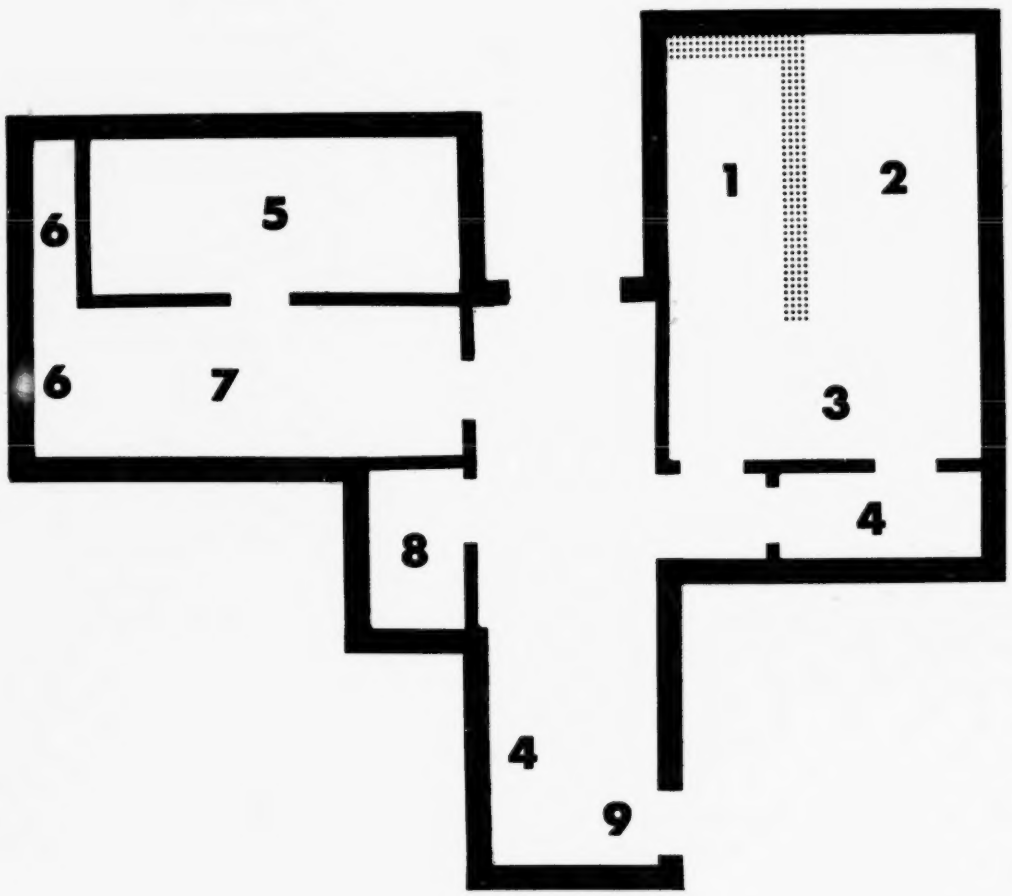
For those interested in independent study techniques, study carrels are available. Each is equipped with one or more learning devices such as teaching machines, programmed texts, tape recorders, film strip viewers, etc.

Four full-time artist-technicians provide teachers with a variety of visual aids upon request. The IMC has a well equipped darkroom and graphic arts studio for this purpose. Visual materials request forms are kept in each school and may be submitted as frequently as desired. Teachers requiring transparencies, slides, posters, charts or photos merely indicate what they need, describe it on the form, and include a rough sketch to convey their idea. Most orders are filled in less than two weeks after the request has been filed.

The center was organized with the belief that "teachers have neither the time, talent, nor patience to produce their own materials." To back up this claim, the center reports that in one three-month period, several thousand visual aids were sent to the 105 buildings. However, administrators do agree that if teacher demands become too great for the centralized facility, building IMC's should be developed to handle the more immediate teacher requests.

A CENTRALIZED IMC IN TRANSITION

Several years ago, the Grosse Pointe, Michigan, school system developed an IMC plan with an emphasis upon centralized control. Today they are in the process of decentralization and are rapidly moving toward a coordinated system of IMC's. At present, the district IMC is operated by a director, who is assisted by three full-time clerks and an A-V technician. To maintain close contact between the schools and the district IMC, each ele-



IMC: GROSSE POINTE PUBLIC SCHOOLS
GROSSE POINTE, MICHIGAN

1. Office—Coordinator & Secretary
2. Book Processing
3. Transparency Production and Duplicating
4. Storage
5. A-V Technicians's Work Room
6. Film Storage
7. Film Inspection, Repair & Booking
8. Preview Room
9. Delivery Area

mentary school has one resource teacher who serves as instructional materials coordinator. These "elementary resource teachers" are neither librarians nor audiovisual technicians, but are former classroom teachers specially selected because of their competence and familiarity with both book and non-book instructional materials. In the secondary schools, librarians fill this function. These coordinators meet monthly with the director to keep up-to-date on district instructional materials policies, utilization of materials and equipment, and new developments in the IMC.

At one time, the IMC book collection contained some 25,000 volumes. In the move toward decentralization, these books were distributed to the various elementary school libraries. Today, all books are processed in the centralized IMC, but none are retained there. Similarly, a collection of 20,000 study prints has been decentralized.

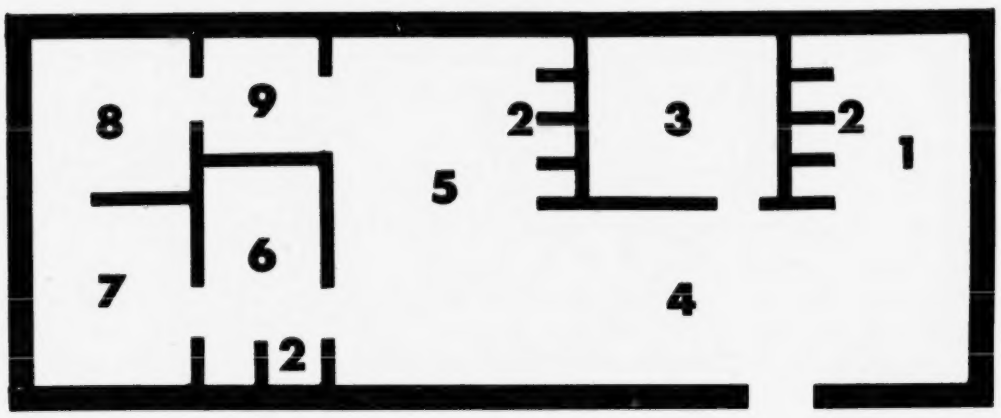
In the film library, which serves all schools, over 1200 16mm educational films and 2200 filmstrips are stored. Almost an equal number of films are rented from various sources during each school year. Daily deliveries are made, upon request, to any of the system's 500 teachers. To speed up processing, film rewind and inspection are accomplished by means of an electronic inspection machine. One clerk is in charge of packing and processing all films. In addition to films and filmstrips, the IMC maintains a collection of models and museum pieces which elementary and secondary teachers use for instruction or display.

Each teacher in the district receives an audiovisual catalogue which contains lists of all films, filmstrips, models and museum pieces available in the IMC. Teachers are encouraged to use their catalogues, and all new teachers are given information about the IMC as part of their initial orientation. To exemplify its philosophy, the IMC displays slogans such as "Set Up for Service to the Classroom Teacher" and "The Right Materials for the Right Child at the Right Time."

AN ELEMENTARY SCHOOL IMC

Roosevelt Elementary School, Lakewood, Ohio, provides an excellent example of how a building IMC may be used to improve education in the primary and intermediate grades.

To create this learning center, the traditional library was remodeled, enlarged and carpeted. Then, a glass-enclosed "Story Hour Room" was built within the area. This special room, equipped with books, screen and



IMC: ROOSEVELT ELEMENTARY SCHOOL
LAKEWOOD, OHIO

1. Browsing Area
2. Study Carrels
3. Story Hour Room
4. Card Catalog, Filmstrips and Magazines
5. Large Group and Study Area
6. Art Picture and Magazine Storage
7. Conference Room
8. Teacher-Librarian Work Room
9. Teachers' Professional Library

projectors, is popular with the lower grades. After hearing interesting, illustrated stories, children are eager to browse and read.

Although a modified Dewey Decimal System is used for the more than 6000 volumes in the center, all stacks and shelves are clearly labeled to designate book classifications.

Study carrels are provided in several locations for children desiring visual privacy while working on projects. All carrels are wired so pupils may use tapes, records, filmstrips, 8mm film loops and other audio-visual aids as part of their regular study. Filmstrip viewers and any of the more than 300 filmstrips may be checked out overnight for home use. These are especially popular in the intermediate grades 4-6, although many younger children also borrow them.

Programmed materials on topics such as "Map Reading," "Health," "Vocabulary Development," and "The Weather" are available for independent study.

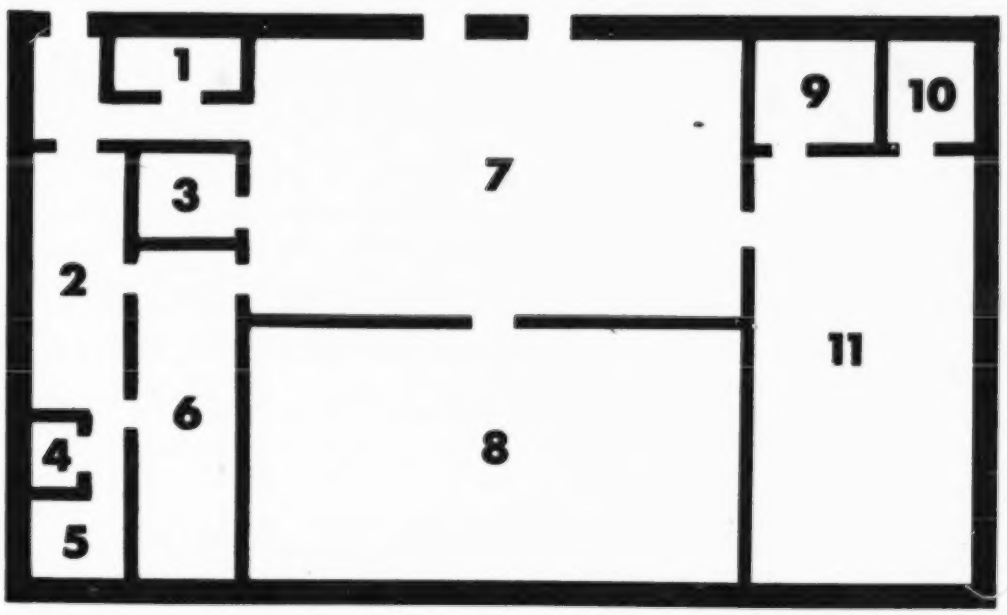
Art appreciation is an unusual feature of Roosevelt's center. Children have the privilege of borrowing full-size, framed paintings to enjoy in their own homes. More than 40 reproductions of great works are available for home loan each week.

This learning center already has served as a prototype for new centers in other schools within the district. In time, it is hoped that each elementary school will have a learning center housing at least 10,000 volumes and a complete range of audio-visual aids. As a district administrator stated: "An elementary school must provide opportunities for children to learn from a variety of resources in many kinds of learning situations."

A SECONDARY SCHOOL IMC

The Evanston Township High School IMC is operated by seven librarians. One takes care of the audiovisual materials while the other six are responsible for the 55,000 volumes and 60,000 pamphlets provided in the reading rooms. Another 2000 volumes are maintained in the faculty library.

When Evanston shifted its administrative pattern from one large high school to four medium-size high schools at one location, the IMC also changed its organizational pattern. The central IMC was retained to serve all four high school units, but new resource centers were opened in each of the "schools within a school." Three librarians work in the central IMC



IMC: EVANSTON TOWNSHIP HIGH SCHOOL
EVANSTON, ILLINOIS

1. Film Library
2. Work Room
3. Listening Room
4. Office
5. Storage
6. Magazine Room
7. Reading Room
8. Terrace
9. Faculty Library
10. Conference Room
11. Reading Room

while the other four operate the resource centers. To maintain coordination, all seven meet regularly and are familiar with the complete operation.

Because the film collection is relatively small, teachers are encouraged to order films from various university catalogues. Approximately 1000 motion pictures are rented or borrowed per year. In addition, films are being added to the permanent collection after undergoing a careful selection process.

More than 2400 filmstrips and 300 slides are available for viewing. Twenty-five combination filmstrip-slide projectors are stored in the resource centers and are delivered to classrooms upon request. Two previewers are kept in the central IMC workroom and may be used by students or teachers.

In the listening room, teachers or students may select from a collection of 2000 long-play records. Each year, more than 600 of these records are checked out for classroom use.

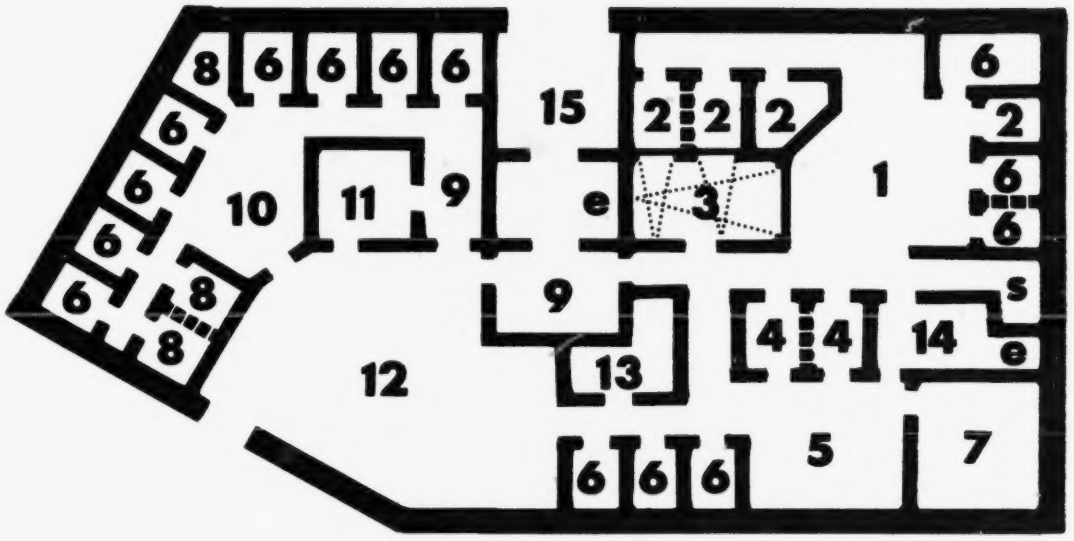
A book copier is part of the permanent equipment in the IMC. Students use it primarily for the reproduction of charts or illustrations needed for term papers. A small fee is charged for each page reproduced. Teachers are provided the same service free, but they normally use the machine for making transparencies rather than opaque copies.

Each resource center contains a multi-purpose room. Teachers often assemble classes in these rooms for initial presentations before sending students into the IMC or resource centers for independent study.

A COORDINATED IMC

Although either centralized or decentralized IMC's can function efficiently and effectively, teachers usually consider ready accessibility to materials of primary importance.

Dr. Sedley D. Hall wrote a doctoral dissertation at the University of Nebraska in 1963 entitled "A Comparative Study of Two Types of Organization of Instructional Materials Centers." In his study, the faculties of three elementary schools with school system IMC's were asked which plan they preferred. Ninety-five percent of those with individual-building IMC's stated a preference for that plan while only 45 percent of those with school system IMC's preferred the centralized plan. Reflecting this attitude, recent surveys indicate a trend toward coordinated patterns of operation.



IMC: MONTGOMERY COUNTY PUBLIC SCHOOLS*
ROCKVILLE, MARYLAND

1. Display Area
2. In-Service Training Rooms
3. Rear Projection Room
4. Preview Rooms
5. Reference and Review
6. Offices
7. Mechanical Equipment
8. Conference Rooms
9. Reception Areas
10. Secretaries
11. Duplicating Facilities
12. Curriculum Laboratory
13. Periodical Storage & Work Room
14. Shipping and Receiving
    e - elevators
    s - stairway
15. Lobby

* Tape duplicating, graphic arts and TV studio are in other areas not shown.

In Rockville, Maryland, the Montgomery County Public Schools have developed a network of IMC's which operate under the aegis of the school system IMC. Prior to July 1961, Montgomery County operated a rather traditional program. A library supervisor and an audiovisual supervisor were both assigned to the Department of Educational Services, but operated independently. This system worked fairly well while enrollment remained small, but became increasingly ineffective as pupil population and staff needs began to burgeon. At the request of the Superintendent of Schools, the Department of Educational Services, assisted by a professional consultant, undertook a study to determine a more efficient plan of operation. This study led to the development of the present complex of coordinated instructional materials centers. The organization is based upon a single salient concept—service. Its motto is "Instructional Materials: The right ones for the right place at the right time."

To provide such service, each building is encouraged to operate its own IMC. However, a full-blown County IMC functions to provide leadership, guidance and support to the building centers. This County Department of Instructional Materials is responsible for:

1. assisting teachers in use of instructional materials and equipment in the instructional program;
2. coordinating all library, auditory, visual, and related instructional materials and equipment services;
3. developing, in cooperation with the Department of Supervision and Curriculum Development, systematic procedures for the review, evaluation, and selection of instructional materials;
4. coordinating and administering the review, evaluation, and selection of textbooks, instructional materials, and instructional equipment;
5. maintaining a telephone booking service and supplying instructional materials daily to all schools;
6. maintaining a central processing center for all library books and other instructional materials;
7. maintaining a library for the professional staff of the Montgomery County Public Schools;
8. assisting in the development of basic library collections and other collections of instructional materials;
9. assisting all departments in the development of standards and specifications for instructional materials and equipment;
10. assisting the Department of School Facilities in planning new construction;
11. reviewing instructional materials and equipment requisitions and purchase orders in cooperation with the Division of Procurement;

12. coordinating all National Defense Education Act Title III projects in mathematics, science, foreign language, English, reading, history, civics, economics, and geography; Title II, Elementary and Secondary Education Act of 1965; and Section 12, Arts and Humanities Foundation Act;
13. producing selected instructional materials and providing graphic production—design, layout, photography, and typography;
14. providing editing and reproduction services for all printed materials;
15. coordinating all local television production services.

The Department of Instructional Materials is convinced that no one school could afford to support the extensive program demanded by today's instructional needs.

To speed up the process of distributing items maintained in the central inventory, daily inter-school truck delivery service is maintained. Color-coded catalogue cards (showing all materials available in the County IMC) are inter-filed in each building IMC card catalogue. Teachers are encouraged to give special requests to the IMC representative in their building, who then telephones the County IMC for immediate confirmation.

Another service provided by the County IMC is the central processing of all library books. Orders from individual schools are consolidated and sent to publishers. Upon receipt of books from the suppliers, catalogue cards are produced, classification numbers are lettered on the spines, pockets are pasted in, and school ownership is then stamped on each book. The school IMC has only to unpack the books and file the cards.

Many teachers, librarians and administrators have attended general workshops conducted by the Department of Instructional Materials. One such workshop was held in response to requests for "an opportunity to learn more about materials and how they can be used in instruction." In the work areas and dark rooms, under the direction of skilled staff members, teachers learned to prepare their own illustrations, transparencies and films.

As the Director facetiously states, "...the school library ain't what it used to be." He adds: "I am particularly pleased to report that this is becoming more apparent in our own school system in Montgomery County, Maryland, as we open new buildings with libraries built to allow the underlying principles of an instructional materials center to be fulfilled."

THE IMC CONCEPT

Although we have come a long way from the concept of a library designed as a storeroom for books to the concept of an instructional materials center designed for students and teachers, we must recognize that neither books nor modern media contribute anything to education if they are not properly used. If the IMC is truly to be the "learning center" of the school, our purpose in teaching a pupil should be to help him grow in self-correction, self-analysis, and self-direction. In all cases, the focus should be placed on individualization of learning. Formal education should culminate, not in a finished body of knowledge, but in the mastery of a method to cope with a lifetime of progress and change.

Participating School Districts*

SCHOOL DISTRICTS	CHIEF EXECUTIVES
Aurora Public Schools	Mr. H. Paul Snyder
Avon Lake Public Schools	Mr. Robert J. Robinson
Bay Village	Dr. Robert C. Cawrse
Berea	Dr. Paul C. Gallaher
Board of Catholic Education (Cleveland Diocese)	Very Rev. Msgr. Richard E. McHale
Bradford Area Schools (Bradford, Pennsylvania)	Mr. George A. Bell
Brockton Public Schools (Brockton, Massachusetts)	Mr. Edwin A. Nelson
Brooklyn	Dr. Keith Wallace
Chardon	Dr. Arthur R. Williamson
Cuyahoga Heights	Dr. John R. Thorson
Fairview Park	Dr. Frank W. Barr
Independence	Mr. Stanley E. Skoczen
Lakewood	Dr. John Ellis
Laurel School	Mr. Daniel O. S. Jennings
Lutheran Schools (Greater Cleveland)	Dr. E. F. Sagehorn
Mayfield	Mr. Joseph L. Baird
Muskegon Public Schools (Muskegon, Michigan)	Dr. William L. Austin
Niles Public Schools (Niles, Michigan)	Mr. Richard B. Warren
North Olmsted	Dr. Robert Van Auken
Olmsted Falls	Dr. Donald Cobb
Owatonna Public Schools (Owatonna, Minnesota)	Mr. C. P. Mickelson
Rocky River	Dr. Lewis L. Burkhart
Springfield Local Schools (Ontario, Ohio)	Mr. D. D. Rummel
Summit Public Schools (Summit, New Jersey)	Dr. Robert Salisbury
University School	Mr. Rowland P. McKinley, Jr.
Washington Township Schools (Centerville, Ohio)	Mr. Richard Preston
Westlake	Dr. Franklin B. Walter
Wickliffe	Mr. Paul J. Wallace

*January 1968

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Department of In-Service Education and Staff Utilization

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Mr. Joseph Bechard	*Research Associate*	Mr. Robert A. Murphy	*Research Assistant*
Mr. Francis C. Goodell	*Research Associate*	Dr. J. Lloyd Trump	*Consultant*

*February 1968